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How Much Advice Shall We Give?—*By John W. Charles*

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
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February 9, 1931

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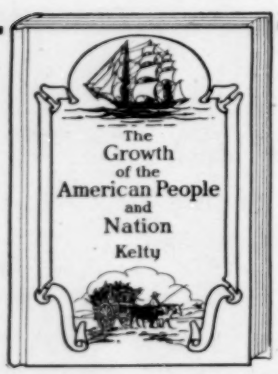

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

An Impossible Collision

IT IS AS impossible for Henry Barnard and Horace Mann to collide professionally as for Benjamin Franklin and George Washington to collide historically. Neither could have been what the other was, and on one else could have done what either did.

A great professional need of America today is to think discriminatingly regarding personal professional achievements.

It is criminal as well as tragic for educational writers and speakers to confuse the achievements of these two famous educators.

What would be thought of an historian who would give Benjamin Franklin credit for the surrender of Cornwallis because he was a greater genius than Washington in other ways?

Safety work for school children is officially said to have saved the lives of 6,000 children a year in the last two years, and the policemen assigned to traffic duty near schools will be of even more service in the future than ever in the near past.

Married Women Teachers

FOR the first time married women teachers are to meet a situation in which efficiency and professionalism will naturally play a small part.

Not infrequently one of the most cultured teachers in the system, highly professionally trained, tactful, admired by the girls, and popular with the teachers, is married.

The superintendent and every member of the school board would put her in first rank in efficiency, but in the estimate of the unemployed her presence in the system jeopardizes the superintendent and every member of the city board of education who is up for re-election.

Yet no one can vote against her without a school board rule to elect no married woman. Under the conditions the result of a vote on that question can scarcely be in doubt.

Through the co-operation of Teachers College, Columbia University, and the J. C. Penney Foundation, an advisory service in the field of vocational guidance has been made available to colleges, schools, and other interested organizations.

A Scientific World

IT IS IMPOSSIBLE for laymen to think, much less speak, in the language of science. A professor of the University of Chicago in this year 1931 at the meeting of the American Association for the Advancement of Science predicts the time, not far away, when babies will be born according to the law of supply and demand.

This is an interesting paragraph of tomorrow:—

"If the injection of a skillfully balanced proportion of secretions from the ductless glands would at once make a man a Christian, then endocrinologists would replace preachers and the evolution of religion would be profoundly affected."

Economic Illiteracy

PROFESSOR JOHN J. MAHONEY, Boston University, says it is just as important to teach economics to a boy learning shop work as it is to teach him how to use the tools of is trade.

"Vocational educators ought to be concerned to bring about this improved economic order. The average American citizen is an 'economic illiterate,' comprehending only hazily the connection between the prosperity of America and the rest of the world."

Even business leaders fail to realize that America cannot be prosperous at the expense of the rest of the world. The trouble is not overproduction but underconsumption.

Dr. John J. Mahoney has often been supremely wise professionally. He has been largely responsible for the famous success of the co-operation of Harvard University and Boston University in their extension service in New England.

Providence Leadership in Guidance

RICHARD D. ALLEN, from I. O. Winslow to A. J. Stoddard, has in twelve years placed Providence in the front rank nationally in its guidance program, and has become recognized as high man in the creation of education that prepares students for a successful and enjoyable life.

There is no short cut to achievement in his plan. He has no panacea, no trick work. He recognizes that no two youths are just alike, that no two families are the same racially, socially, and industrially, and that "occupation, trade, and profession" has a different significance as time passes.

Providence has comparatively few serious guidance cases in the elementary schools, and guidance work in the elementary grades is largely conducted by regular class teachers, all of whom are able to prepare whatever cases arise without extra cost. The spirit of the teachers is such as to make them glad to do whatever is desirable.

In the junior high schools there are forty-five special guidance advisers, and in the senior high schools twenty-five special guidance advisers. Each child has the same guidance adviser for three years.

There are four psychological examiners devoting their time to the guidance program. There is an assistant in charge of the guidance program of the junior high school, and an assistant devoting his time to the senior high school.

There is a full-time teacher adviser for pupils who are out of school and out of work.

From the general office through the entire school system in Providence Richard D. Allen has in twelve years developed a spirit which animates everything and everybody to the guidance of every youth to satisfactory employment as a feature of the school system.

It is said that the books of Edgar A. Guest's verse have larger sale than any books of verse of any other writer of verse in the world have ever had.

Ox-Team Pioneers

DR. HOWARD R. DRIGGS, New York University, president of the Oregon Trail Memorial Association, has made the Ox-team Trail the best known of all modern pioneering.

Twenty-four years ago Ezra Meeker first challenged the attention of the nation to the cause of reblazing the old Oregon Trail. He came out of the Far Northwest with ox team and prairie schooner retracing the historic highway from the Pacific to the Mississippi. Thence over the National Pike and the Mohawk Trail his plodding oxen brought him on and on right into the throbbing heart of New York City.

That historic trek received less publicity than a thousand unimportant events that year. The next adventure of Ezra Meeker was an automobile trip along the Oregon Trail to chart historic spots along the way.

Then the indomitable Dr. Driggs tried the magic of organization, infinite patience and patriotic appeal, and what spectacular individuality could not do is being done, and there are monuments all along the trail, and the Oregon Trail Memorial Association is arousing the schools to action, and hereafter, forever and forever, Americans will magnify the heroism of the ox-trail pioneers as they never would have done but for Dr. Howard R. Driggs and his "Memorial Association."

There are to be so many essay contests that it is impossible for us to keep track of them, but "The American Boy," Detroit, is making so much of their tourist feature in prize contests that it is worthwhile for any teacher of English to send for information, which is always gladly furnished.

Three Famous School Board Members

By ALBERT E. WINSHIP

CLAUDE WOOLMAN JACOB WEINBERGER

MRS. VESTA MUEHLEISEN

SAN DIEGO is of surpassing interest in education as well as historically and governmentally. Its climate is certainly matchless. Its soil matches its climate. Its harbor rivals both, and in twenty years the population has bounded without any gold rush or oil gush. It is just a lovely place where one would like to luxuriate with the multitude of good fellows.

The city schools have all the troublesome problems of schools which have tens of thousands of children coming from everywhere uninvited in ten years.

And women members of the city Board of Education have met the crises brilliantly.

Mrs. Vesta C. Muehleisen, president, city Board of Education, is just rounding out her first four-year term as a member of the city Board of Education, but her connection with the public schools and her interest in the health, welfare, and progress of children of San Diego dates back many years previous to 1927.

She has long been identified with the work of the Parent-Teacher Associations of the city, serving with distinction as president, and at various times filling other high places of responsibility. For the past eight years she has served as member of the Board of Managers of the State Congress of Parents and Teachers.

One of the two women members of the Education Board, Mrs. Muehleisen's service has been distinguished by zeal, insight, and devotion to the higher aims of education. Herself a graduate of the San Diego State Teachers College, she has served on the college staff during summer session to instruct others in the field wherein her interests have centred and where she spoke with the weight of authority.

In private life the wife of a leading business man and the mother of two promising sons, Mrs. Muehleisen has given to her public duties the due share of attention required in these exacting days of service.

As a presiding officer she handles business with courtesy and dispatch, and brings to the city service the experience, viewpoint, zeal and balanced powers of mind acquired by years of unpaid labors in the cause of children, parents, and schools.

Jacob Weinberger, member of the San Diego City Board of Education for a continuous period of twelve and one-half years, is one of the leading lawyers of the city and is an authority on civil and constitutional law.

Before coming to San Diego he resided in Arizona, where he served on the committee that drafted the constitution for the new state. In addition to a prosperous law practice, built up by his industry and ability during sixteen years of residence in San Diego, Mr. Weinberger has found time to become actively identified with many fraternal, civic and social organizations in which his leadership is acknowledged. He is a foremost promoter of the city's commercial and civic advancement.

His chief contribution to the cause of education has been his sane counsel, legal and otherwise, which has helped to keep the board's policies on a sound course, particularly free from legal involvements that so easily beset a policy-making public body. Originally appointed to the Board of Education to fill a sudden vacancy, Mr. Weinberger has been elected each time to succeed himself with an increasing majority of citizen support.

Claude Woolman, on the home stretch toward his completion of sixteen years of painstaking service on the city Board of Education, has continuously deserved and received the confidence and support of his fellow-citizens.

Independent in his thinking and fearless in his attitude, Mr. Woolman has hewed straight to the line in helping to shape the policies of the city Board of Education during the years of transition that marked the World War period and the decade following it.

Removing to the city in his early boyhood, Mr. Woolman received his education in her public schools. His interest in civic affairs in general and the cause of public education in particular has never waned during the decade and a half of loyal, efficient, disinterested service.

In business life his name is associated with an undertaking firm, and he is now the directing head of the establishment which has enjoyed a consistent prosperity under his management.

Mr. Woolman's contribution to education is recognized as a particularly useful one in various ways. His long residence, his city-wide contact and acquaintance with every phase of business, professional and social life, added to his keenness of observation, sound judgment, and unusual powers of memory have made him a main support of the public weal during the successive school administrations.

Belding's Page

A Donation Declined

IT WAS a foregone conclusion that Harvard would decline a $25,000 bequest which was to be used to combat feminism—the encroachment of women upon politics, the professions and business.

In the first place, $25,000 is only a drop in the bucket among Harvard's donations. It would not tempt Harvard to depart from any established policy or principle. Larger gifts might not either. But certainly $25,000, being the smallest sum that Harvard bothers to list as a separate item, would not be accepted with a string on it.

In the second place—how futile would be any effort to put brakes on feminism! If woman's entry into various fields which were heretofore monopolized by man is causing difficulties of adjustment, these difficulties will have to be overcome in some other way than by trying to sweep back the tide with a broom.

Yale, Columbia, and Princeton were all favored with similar bequests to the one Harvard refused. The testator, the late Albert E. Pillsbury, one-time attorney general of Massachusetts, must have feared that his idea would be rejected. It didn't cost him anything to try four university doorbells. His only hope was in hanging the entire $100,000 upon the doorknob of some small college desperately in need of funds. Instead, he picked four of the richest and most independent of our institutions of learning.

Fettering the Future

POSSESSION of great wealth involves a great responsibility, and we should be gratified that so many millionaires take this responsibility seriously.

Really, however, the feeling that great wealth must be used to perpetuate to all generations the pet theories or beliefs of the owner and donor is terribly mistaken.

Nothing is so clear in history as the fact that the growing body of knowledge and the varying intellectual moods of the people from one generation to another inevitably cause the discarding of many old opinions and viewpoints.

It is presumptuous and silly for a mere mortal, no matter how rich, to attempt to keep the future running in the grooves his own mind has followed. His money is a ticket exchangeable for many goods and services while he lives, and it can be made to do many different things he may have wanted it to do, after he is gone. But other hands than his own will have the spending. Other hands, guided by minds of their own, will try to exercise discretion. If the discretionary power is not reasonably broad, the changing times are most certain to render the will of the dead man a dead letter.

It would be interesting to know at how many points education is at present held in restraint by antiquated bequests, and to what extent it has been able to break these chains and still utilize the donated wealth to wise advantage.

One little wight, standing on a tiny islet of time, cannot expect to regulate the future with the leverage of gold. He will be held in less disesteem if he does not try to.

Wild Names for Mild Plays

THE watchful eye of the movie censor undoubtedly keeps the screen clear of a vast amount of indecency. There is room for further improvement, of course. Often the real danger of a picture lurks in its suggestions and implications rather than in what it actually portrays. Censors are busy over details which are objectionable or offensive in themselves. Certain references and scenes are taboo in certain states. Movie producers have most of these rules tabulated, and save themselves a lot of trouble and expense by anticipating the work of the censors.

A point where the censorship appears to fall down is in the naming of the productions. The theatres are flooded with plays having titles of double meaning. Usually the play itself is far milder than the title. People coming out of a movie house are often heard to remark: "I didn't see anything bad in that!" They are disappointed because the play was not the wild affair which the title led them to expect. "Hot Curves," for example, is a baseball picture. Possibly the sternest of censors would balk at meddling with a title like that. But the whole question of misleading titles which are at the same time vulgar and degrading, may well receive consideration. Any person sophisticated in the movies can list scores of names that were picked to make a rather harmless play seem sensational or shocking. It is the sort of thing that cheapens life. The more the cleverness of the title-maker is admired, the more invidious his sin against refinement.

Auson W. Belding

Associate Editor.

How Much Advice Shall We Give?

By JOHN W. CHARLES

Cedar Falls, Iowa

THE Chinese, who have the oldest civilization on record, have been and are still accustomed in some degree to worship their ancestors. No accounts have been found which show any people more subservient to their past. All their education was designed to make clear the virtues of their forefathers, to exalt their own literature, to give skill in their traditional arts and sciences; in short, to make as firm as possible the practices of the past. Presumably, if they had known our Ten Commandments, that one which says: "Honor thy father and thy mother" would have stood highest in their esteem.

By way of contrast, it might be said that we are committed today to a species of descendant worship, in which the efforts of parents and the institutions of society are seeking to place the youth of the age in situations more desirable and attractive than those in which the previous generation passed their lives. Unskilled labor, realizing its handicaps in competition with skilled labor, says: "We don't want our children to suffer the disadvantages we have suffered. We want them to learn something better." Even assuming that the lowest types of labor are the lowest because they are the least intelligent, they still have discernment enough to want their children to occupy higher stations in life than they themselves occupy. Skilled labor, in turn, often seeks to guide its children into the professions, thinking, no doubt, that the influence in this direction is wise, and that the sacrifices entailed are worthy ones to make. The country lawyer, in his turn, says: "I don't want my son to be a country lawyer." Of course, he wants him to be a lawyer, since the profession is held in high esteem, but he has visions of his son's office located in a twenty-story building in Chicago to which railroad presidents and corporation directors flock for high-priced advice.

Other classes of society have similar ambitions for their children. The teacher occupies a conspicuous place in the foreground of this picture of revolt. At home, in the heart of the family where the father is a teacher, the feeling of the father is so well known that the children spontaneously exclaim: "Not for me," adding certain emphatic reprehensible epithets by way of sealing that decision beyond recall. They have heard all too frequently that pious lament: "Yes, teaching is a fine profession, second to none, not even the ministry, but you'll never get rich at it."

The literature of the Romans abounds in expressions of respect for the elders, the fathers of the state. Possibly these were often expressions of fear, but at any rate they looked back to authority. The laws placed in the person of the father power over the lives of members of the family. Not long ago the writer drove with a university professor past an imposing fraternity house. Suddenly the professor spied his own car parked in front of the fraternity house, and he remarked drily: "That's where you will find my son and my car every day at this hour." No doubt he walked time and again that the son might have the car. Shades of the Romans!!

The desire to give the next generation advantages which the present did not possess in its youth is an attempt to step society up to new levels. While a nation is young and thriving this can be done in ecomonic life, but the psychologist is more than intimating that this cannot be done in intellectual life. The ministry must answer for the spiritual life; the school and the church for the moral life, but only nature by long and laborious processes can improve the mental endowment.

In the high school and the college there is a continuation of the moral responsibility delegated by the home to the school when the child enters the first grade. Just how much advice to give, just how much restriction to impose, and just how much freedom to encourage is the problem of every teaching body. The present age is acclaimed as an age of excessive freedom with the covert implication that there is a reprehensible revolt of youth. If such were the case a capitulation by faculties to student demands for control of student activities, discipline, and curricula might be expected. In one eastern college, in answer to student request there has been inaugurated an unlimited cut system, guarded, however, by increased vigilance on the part of the faculty in maintaining high standards of scholarship. A student committee has been in conference with a faculty committee for a year with reference to modifications in the curricula. Besides this one noteworthy example, others are difficult to find. The initiative for effective student revolt does not appear. Our present age of freedom, so called, will appear on careful inspection to contain a large measure of imitation and devotion to fashion. Crazes and fads travel faster than ever before and die the early death of the ephemeral. What is needed in the work of advisory bodies is some means of stimulating originality, independence and self-reliance which will have more than a surface color.

If the object of a college is to maintain its interest in persons first and in courses of study as means of developing personality, it would seem

that subject matter should be taught more thoroughly than ever before, that information should be more copious, that good habits should be more completely mastered, and worthy attitudes more highly esteemed. Original students will never be developed in persons who are half-informed, half-trained, or half-imbued with cultivated ideals.

What shall we advise, who are responsible for the study programs of students in college? More hours of language and mathematics, or more hours of football and baseball? From one quarter the complaint is heard that the college student is degenerating into beef and brawn, and from another arises the alarming fear that we shall need for the men in the near future nothing more than a number thirteen collar, a number six shoe, a pair of baggy trousers, a permanent wave, and a package of cigarettes. Somewhere between these extremes, of course, is the average student, but these extremes are in all the colleges. A hopeful view is that something helpful is being done. Certainly not all need a rigid course in mathematics and the languages, and just as certainly some do need superior training in the sports. Advisers are present in all the colleges, and give the sincerest of advice based on their experience and observation. As students respond thoughtfully we shall have greater originality. The bane of the adviser's life is the student who approaches his next term's work with the following remark: "I don't know what studies to take next term. What do you think I ought to take?" Far better is the attitude of a rather obstreperous young lady who came with the following speech: "I expect to graduate this term. I'll have to carry eighteen hours' work. I'll have to make three petitions for variations from the rules in the catalogue. I'll have to teach ten hours the first six weeks; then drop the teaching, and take up two unfinished five-hour courses for the second half of the term. I'll have to get a substitution of five hours in elective science for five hours in required science. I'm going to carry one hour of applied music, and take double gym work to make up a deficiency." "Young lady," her adviser gasped, "do you imagine for a moment that the registration committee will suffer all these outrages?" "I don't know," she said, "but I'm going to graduate or die trying. The catalogue allows every plan I've made." The adviser scratched his head and began to study the catalogue. She never gave up, and in the end was graduated as she planned. Originality starts with knowledge and proceeds with resolution.

To supervise properly we are under obligation to provide impetus to those who have the power to progress; to provide checks for the over-impulsive; to transmit to the learners of the future the gifts from the learned of the past; to hold out sympathy to all; in short to be living links between the dead of the past and the unborn of the future.

What Is She Like?

By JOANNA CURTIS

Gillespie Park School, Greensboro, N. C.

"How do you like your teacher, son?"
I asked a growing boy.
"Oh, she is grand, the best in town!"
Cried he with shining joy.

"Explain," said I. "What is she like,
To make you praise her so?"
"Oh, sir, her looks alone would make
School life be free from woe.

"She's always happy, never sad;
Her spirits never sink.
She wears a smile upon her face;
She loves to live, I think.

"She is so bright and neat in dress,
We never go to class
Without first brushing down our hair
And looking in a glass.

"As music from a joyous brook
Singing its way along,
Her voice hails on our raptured ears,
And gives to us life's song.

"She makes us do our lessons right,
And makes us like them too.
When she assigns a problem new
The work is in when due.

"She's oh, so fair and kind and good;
She is a blessed sun
'Round which to feel her golden light
We gather everyone.

"She ever means just what she says.
She's honest as can be.
To whisper to her all our cares,
We know we're always free.

"She's interested in our lives;
She visits at our homes.
She comes to all our football games;
O'er hills with us she roams.

"Even the teachers' eyes light up
When they meet her in the hall;
And when they need some help, on her
Not vainly do they call.

"You ask me, sir: 'What is she like?'
Like waves and young June weather,
The harvest moon, and the mountain peaks,
In one all rolled together."

New Aids in Education

By W. A. STIGLER

Assistant Superintendent, El Paso, Texas

Interesting experiments in the use of both radio and picture projection have been conducted in the El Paso schools, and are to be continued.

IN COMMON with many other cities, El Paso last year experimented with the radio in the public schools. Through the efforts of the principals and Parent-Teacher Associations most of the elementary schools purchased receiving sets. Those that did not buy were able to borrow instruments from local dealers.

Each Thursday afternoon the pupils were marched to the tune of a radioed talking machine record into the auditorium. Since the auditoriums were too small to accommodate all pupils at once they were assembled in three shifts according to grades.

During the thirty-minute periods instruction was given by some local teachers in art appreciation, arithmetic, geography, music appreciation, history, reading, health, civics, and so on. The lessons were in the form of lectures during which the pupils were sometimes required to go through pantomime or to sing, dance, and carry on athletic drills.

At the radio programs the regular classroom teachers and the principal were present to guarantee good behavior and to secure the proper degree of attention.

Since El Paso was not in the national broadcasting circuit and, therefore, could not have the services of nationally known artists, the teaching was at best only the novel expounding of the subject by excellent classroom teachers or by a supervisor.

The pupils showed a fair degree of co-operation in the project, but were placed at considerable disadvantage because of the fact that the person actually giving instruction was not present.

Apparently, better results could have been obtained by the regular teachers in their own classrooms in practically every subject where radio instruction was attempted. The schools were experimenting, however, and the experience was of considerable value from the standpoint of developing judgment with regard to the use of this new device. The experiment will be continued along somewhat different lines this year. Probably the greatest good came from placing the schools and school work before the public.

El Paso has for the past few years been using daylight lanterns, motion pictures, stereographs, stereopticon slides, and picturols or film strips in regular classroom instruction. The stereograph and stereopticon slides are used especially in the lower grades in connection with the reading. Film strips for story telling are also used in the first grades.

In the high schools motion pictures, stereopticon slides, and film strips are used in science, history, and civics. The regular Yale Chronicle Motion Pictures were used last year in English history with a great degree of success. The children were required to pay a small amount which covered the rental on the films.

In the intermediate grades the principal visual aid is the picturol or film strip. A complete set of pictures for social studies is in the possession of the schools. These pictures are sent out on regular schedule to the various schools using them.

A recent experiment was made in which instruction carried on largely through the use of stereopticon slides, pictures, and other visual aids was compared with the regular classroom instruction in the social studies. In the classes where the visual aid plan was followed the instruction was given to large groups of from ninety to one hundred and fifty pupils. Tests were given both divisions of pupils before and after the experiment, with the result that the visual aid pupils showed a great deal more improvement.

The present plan is to continue the use of these visual aids and to extend the service from year to year.

Our children long to express the beauty of the world about them; some in music, some in stone, some in color, some in motion, some in beautiful words. So be it. We will teach music that is fine, with the soul of the artist winging through it. We will teach motion and color and dramatics. We will teach literature that shall be an inspiration to the children all their lives. We will teach so that there shall be no ugliness in America, neither ugliness of body nor of spirit.—Angelo Patri.

Purpose and Procedure

By DR. W. C. McGINNIS

Superintendent, Perth Amboy, N. J.

ACCORDING to the educational philosophy of Dr. Kilpatrick "purposing" plays an important part in the learning process. Dr. Hilligas says that no one can justly evaluate teaching and classroom procedure unless the person attempting to evaluate knows the teacher's purpose in the particular situation which is being observed.

It is probable that practically all teachers and supervisors would agree to Dr. Kilpatrick's idea of the importance of "purposing" by the pupil. Teachers certainly would accept Dr. Hilligas' statement at its full face value. It might be discounted somewhat by some supervisors.

Purposing by the pupil is essential to the best results in learning. But just to purpose is not enough. The purpose itself must be worth while. The educational outcomes must be worth while, and they must be attained without the sacrifice of other, more valuable outcomes.

Enthusiastic advocates of the child centred school and of an activities program curriculum sometimes seem to accept pupil "purposing" and pupil "activity" as ends rather than means in the educational process. Here is a case in point. A seventh-grade teacher and her class undertook as a six-weeks unit of work in arithmetic the project of building a house. The work involved the actual construction of a miniature house. It involved such matters as a consideration of the choice, cost, and purchase of a lot, obtaining a building permit, selection of an architect, and his fee, general contract and cost of construction, insurance, and choice of and cost of furniture and furnishing. The pupils acquired valuable knowledge outside of the field of arithmetic. A check-up of the whole project revealed the fact that the total amount of new arithmetic learned was less than the amount involved in three regular arithmetic periods. The work was done in arithmetic period time, thirty periods. In the case just cited both purposing and activity were present. The outcomes attained were worth while, but they were attained at the sacrifice of arithmetical learning. To say that these outcomes may be more valuable than the sacrificed arithmetic outcomes is to beg the question, because this particular teacher was a teacher of arithmetic, which is still considered an important part of the seventh-grade course of study.

The dictum that the person who attempts to evaluate the teaching and the learning in a given situation must know the teacher's purpose in order to judge rightly is sound. But the fact that the teacher's purpose is known and that the classroom procedure is such that the purpose is accomplished does not establish the soundness and desirability of either the purpose or the procedure. Each may be poor.

Among the criteria which may be used in judging purpose and procedure are the following:—

1. Procedure must be related to a definite purpose of the teacher (and of the pupils).
2. The purpose itself should be such that its accomplishment can be justified in terms of the educational outcomes produced by such accomplishment.
3. The procedure should be in accord with sound educational method.
4. It should be an aid to economy of time in the learning process.
5. The purpose, the procedure, and the educational outcomes should be in accordance with an acceptable educational philosophy.

This article is not primarily concerned with supervision, but it is concerned with the evaluation of classroom procedure. In order to improve classroom procedure teachers must be able to make a critical analysis of their purposes and the educational procedures for which they are responsible. Theoretically, according to some authorities, the supervisor is a professional and helpful specialist to the teacher. In theory the teacher asks for, welcomes and profits by the advice and suggestions of this educational specialist just as in out-of-school life the individual seeks and profits by the professional advice and the superior special knowledge of the physician and the lawyer. The analogy doesn't hold good in practice for the simple reason that the analogy is not sound.

In every-day life we consult the physician and lawyer specialists only when we feel a particular need for their advice and help. We don't consult them because of their sympathetic friendliness. Our need and their ability and reputation are the determining factors. We consult specialists when we know things are not going well or, at least, when we feel that a specialist will make them go better or prevent trouble in the future.

The supervisor specialist-on-call theory doesn't work well in practice. Did you ever know a very poor teacher who discovered for himself that he was a poor teacher? Probably not, because the poor teacher is usually well satisfied with

things as they are and especially with himself. He feels no need for educational advice. The superior teacher is the one who feels the need for and who profits by supervision. The better the teacher the more valuable are the results of supervision. But the welfare of the pupils forbids that we allow self-determination and exemption for the poor teacher in the matter of supervision.

This article is getting out of control, and attempting to jump the fence into the field of supervision, but we will just glance over that field and continue to discuss purpose and procedure. The supervisor is not an administrator except in particular instances which need not be discussed here. The supervisor's greatest possible contribution to the welfare of a school system is in getting teachers to think professionally about their own classroom problems, purposes, and procedures. Professional reputation and ability of the supervisor are helpful here. Friendly sympathy and a disposititon to be helpful are essential. Fault-finding and professional censure are usually drag-anchors to progress. Indiscriminate praise or specific commendation that is not based on knowledge of the situation and on an understanding of educational psychology and educational philosophy is harmful. Such practice by a supervisor is just as bad as unreasonable fault-finding and censure, because the good teacher knows it is insincere and of little worth, while by it the poor teacher is made more satisfied with himself, and with things as they are. All of which is not to say that commendation of good work should be withheld. Even poor work that is an improvement on previously poorer work should receive commendatory recognition. Recent psychological experiments have shown that rewards for success are more potent in the learning process than punishments for failure. The evaluation of teachers' purposes and procedure is a fact-finding process, which of itself does not necessarily involve either praise or blame for the teachers. This is especially true in a supervisory program in which the teachers themselves have an important part in evaluating the purposes and procedures involved. Any supervisory program which does not assign a large part and responsibility to the teachers is foredoomed to failure.

The process of evaluation is a thinking process. When a poor teacher begins to think professionally he ceases to be a poor teacher. Supervisors cannot directly improve teachers or the teaching procedures, but supervision can and does improve both. Thorndike's laws of learning apply in the improvement of teaching just as much as they do in the classroom. Learning is an individual matter in the sense that no one else can learn a thing for us and make it our own. When learning takes place the learner is an active agent, not a passive receiver. If the person supposed to be the learner is not only passive to learning but is also in opposition to instruction, then little, if any, learning takes place. All teachers know that these things apply in the classroom in their relations with pupils. They apply just as strongly in the teacher-supervisory situation. And here is the reason why good teachers benefit by supervision and poor teachers do not. The superior teacher is an active agent in evaluating classroom procedure. The poor teacher, being satisfied with things as they are, is either passive or antagonistic to change and even to evaluation.

In our American schools notebook work for pupils is a common practice. Notebook work varies in kind, purpose, procedure, and outcomes. In many schools the kind of notebook work done is individualistic in that each pupil's notebook represents his own accomplishments. The teacher's purpose in this kind of work is to develop in the pupils the ability to use reference material, to locate, select and arrange material and facts. The procedure is co-operative, individualistic, and directive. The outcomes are growth in knowledge of subject matter; increased ability to do good work, development of initiative, originality, judgment and courtesy; the attainment of knowledge; the development of a desire to carry on; and the development of attitudes, skills, and powers. Purposes and outcomes may be and sometimes are identical. All of the outcomes listed above might just as well be termed purposes. But unless purposes are definite, justifiable, and are attainable by acceptable methods of procedure the outcomes will not be good.

Let us evaluate notebook work of a kind different from that so far discussed, and which is all too common. In many schools the teachers write notebook items and outlines of facts of history and geography on the blackboard. The pupils copy the blackboard material into their notebooks. The purpose of notebook work may be the acquisition of facts, knowledge, skills, right attitudes, and abilities or powers. Another purpose may be to provide the pupil with review material for examination purposes.

The first purpose given above is acceptable when judged by criteria 1 and 2 for purpose. The second purpose cannot be justified when measured by criteria 2, 3, 4, and 5.

Sound educational method must provide a situation in which the pupil is conscious of a definite purpose that is his own. The procedure must be such that the attainment of the purpose shall represent outcomes for which the pupil himself is very largely responsible as an individual, and this is so even in group work. Learning takes place only when there is a doing by the learner. This is true whether the learner is learning about geography or learning to drive an automobile. A person will never learn to drive a car by watching

someone else doing it, or by having someone else tell him how to do it.

The purposes given above with the possible exception of "facts" cannot be accomplished through a notebook procedure in which the teacher writes the notes on the blackboard and the pupils copy them in a notebook. Such procedure is not in accord with sound educational method. Neither is such procedure in accordance with the principle of economy of time. If the teacher is to make the notes for pupils to copy, time would be saved by furnishing them in mimeographed form.

Even if the notes written on the blackboard by the teacher are a summary of class discussion the probabilities are that in actual practice their arrangement, their sentence structure, and their content itself are overwhelmingly representative of the teacher's work rather than of the pupils' accomplishment. In such procedure the creative work of the class is small, and the creative work of the individual pupil is almost nil. His greatest accomplishment consists of copying some things into a notebook. Aside from the differences in penmanship, if he has done what the teacher expects him to do, his notebook is just like the notebook of everyone else in the class. He has acquired no added ability or power in notebook making. There is little if any consciousness of individual accomplishment. Without such consciousness there can be but little satisfaction in doing notebook work or any other work. Experimental educational psychology has demonstrated that satisfaction in work done is a prime requisite of the learning process.

Both sound educational method and good educational philosophy require that the pupil do his own work under the guidance and suggestion of the teacher. The teacher must guide and make suggestions and corrections.

Education is reconstruction of experience, and in order to be effective as learning the experience must be the individual's own experience. In modern educational philosophy learning and growing are synonymous. "Activity leading to further activity" is a part of the learning or "growing" process. The development of initiative, originality, self-reliance, native abilities, and power to do, depends upon classroom procedure which provides for "activity leading to further activity," reconstruction of experience, and learning or "growing" by doing. A common reason given for the prevalence of a notebook procedure in which the teacher determines what the notes shall be, and writes them on the blackboard, is that the pupils lack the ability to find, select, and arrange notebook material. I believe it is safe and fair to conclude that one of the chief reasons why pupils lack that ability is that they have never learned to do those things. If someone else does them for them they feel no need for doing them for themselves. There is no incentive for the pupils to do them, and as a matter of fact there is little or no opportunity for the pupils to do them.

A second common reason advanced in justification of the teacher's blackboard written notes is that the notes are a summary of class discussion and represent the work of the pupils. Objection to this procedure has been given in a previous paragraph. The validity of these objections can be determined by testing the pupils. In many cases pupils do not know the meaning of the words in the notes. Under some circumstances and for certain definite purposes the "lesson summary note procedure" may be justifiable and proper—but "lack of ability" in the pupils is not a good reason for it.

A notebook or part of a notebook of facts selected by someone else is not of sufficient value to compensate for the time used by a whole class in copying them. Facts do not constitute knowledge. You can go to the corner bookstore, and for twenty-five cents buy a litttle book that contains more facts than one person ever knew. But I do not decry the value of facts. The foundation of knowledge is a factual foundation, but an individual cannot lay the foundation if he depends upon some one else to find the facts for him, and to tell him what to do with them. Nor can he build the superstructure of knowledge unless he develops the ability and the attitude of using his facts as means rather than ends.

A common-sense evaluation of purpose and procedure by teachers themselves will go far toward the elimination of waste of time and effort. It will result in better teaching, because it will improve the professional ability of teachers. It will result in more and better learning because both purpose and procedure will be measured by educational outcomes.

"A great city is that which has the greatest men and women. If it be a few ragged huts it is still the greatest city in the whole world." —Walt Whitman.

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Bill Plays Hookey

By ARTHUR DEAN

Bill was a bad actor. The attendance officer's notebook had this comment: "Indifferent attitude toward work. Away from school more than half the time. Must watch the case."

The files of the principal's office said: "This boy is a nuisance to his teachers, and their time could be better taken up by teaching those who are willing to work instead of chasing up his record."

But no one really knew Bill. Everybody forgot that he was at the significant age of fifteen, indicative of many changes in his make-up.

Nobody remembered that Bill's mind was like a sponge which will absorb only just so much before it must be squeezed if it is to have any value. Bill was the kind of lad who could not forever go on learning without having some outlet for his learning.

Bill wanted to go to work. The activity of a reality appealed to him more than the handing out process of the schoolroom. His companions had already left school and were urging him to quit, and earn money which he could spend with them.

IN A BOY'S LIFE THERE IS AN AGE WHEN MOST ANYTHING IS BETTER THAN SCHOOL, AND THIS CONDITION WILL REMAIN UNTIL THE SCHOOL BECOMES BETTER THAN ANYTHING ELSE.

Some boys do not get along with their teacher. Or as one boy put it to me the other day: "My teacher did not get along with me, so I quit."

Whenever I look in the mirror I see an old boy friend whom I knew very well as a boy. He was too energetic for the school desk and too boisterous for lady teachers. He was too independent in his thinking to recite anybody's say-so.

He played hookey many times as the birds of the field and the flowers of the woods could have testified. He even played truant for three whole weeks. How do you suppose he spent his time?

Working as a bank messenger. The discovery would have been longer delayed if the boy had not been given the errand of taking some financial papers to his own father's store.

CAUGHT FOR FAIR. But a wise principal in "dealing severely with him" and "making an example of him" changed his course, gave him more men teachers and offered him an out-of-school job of building school lockers at fifteen cents per hour.

WHY PLAY HOOKEY WHEN THE SCHOOL IS BETTER THAN ANYTHING ON THE OUTSIDE?

Copyright.

They Say

F. J. VOGLTANCE, Schuyler, Nebraska:—
"No one is more interested in the success and progress of pupils than is their teacher."

JAMES F. HOSIC, Teachers College, Columbia University:—
"If we are to have better schools we must have better principals."

G. K. CHESTERTON:—
"There is a healthiness about the people who live at considerable distance from a large city that is strangely lacking in the dwellers in the suburbs."

ELSIE McCORMICK:—
"The average woman marries what she can get rather than what she wants."

LIAM O'FLAHERTY:—
"The principal hardship that the Irish undergo now is that they can no longer blame their troubles on the English."

WILLIAM HARD:—
"If the American voter wants to do his full duty, he must familiarize himself with no less than 400 candidates and their qualifications each year. That would be impossible for most busy men."

THOMAS A. EDISON:—
"There is no expedient a man will not resort to to avoid real labor of thinking."

DR. MAGNUS HIRSCHFELD:—
"Divorce would not be so frequent if the Average American would select his wife with the same circumspection with which he buys an automobile."

DR. HUGH THOMPSON KERR:—
"Men have a right to speak and work for a modification or a repeal of a law, but they have no right to break the law."

RANDOLPH CHURCHILL:—
"We are governed in England today by the silliest and sloppiest lot of sentimentalists that ever ruled a state."

MRS. FRANKLIN D. ROOSEVELT:—
"Home is never a place, but an atmosphere."

COLONEL LINDBERGH:—
"Throughout history the progress of civilization has been dependent upon the development of transportation."

SENATOR COUZENS:—
"The maintenance of the home is the background of civilization."

FRANKLIN P. ADAMS:—
"Don't answer the doorbell these days; it might be the wolf."

AMELITA GALLI-CURCI:—
"No one really sings in opera."

JAMES J. WALKER:—
"Achievement is limited to no special type of man."

SIR THOMAS LIPTON:—
"Childhood is the one really blissful period in existence."

DR. JOHN R. KIRK, on his eightieth birthday, January 23, 1931:—
"I am a confirmed optimist. Of course, I think that the optimist is one who seeks a light where as yet there is no light, and the pessimist, one who goes around seeking to blow out that light."

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Magic Mirror

Mirrors are interesting things. They are so highly polished. Much rubbing must go into any hard, unyielding thing, be it stone or metal, to make it give back the face of him who does the rubbing. Only through tireless effort does a person thus cause himself to be reflected—but when, from beneath the ceaseless movement of his hands, the reflection of himself appears, what does it show? What has all his rubbing made of him? Has it destroyed the beauty of the face that first bent over the hard metal to begin its work, or has it softened it and given to it the radiance that comes from joyous, unselfish toil?

This morning I saw the trees returned to me from the mirror of a little lake. Beauty was made more beautiful. So still the waters lay, the scene below was not to be told from the scene above. Beyond, as I looked down and down into the depths of space, I saw a fleecy cloud, seemingly beneath the earth.

Not long ago icicles hung from the eaves trough of my home. I saw them when the first rays of the sun brought them the new glory of the dawn. Like rows of rubies and garnets and flashing diamonds each one caught up the joyous coming of the dawn, and sent it abroad on new wings of light.

Mirrors are everywhere. They have a meaning we cannot yet understand. Perhaps this beautiful poem will throw light on the mystery of their being.

THE MAGIC MIRROR

By Henry Mills Alden

The Magic Mirror makes not nor unmakes,
Charms none to sleep nor any from sleep wakes;
It only giveth back the thing it takes.

It is the heart's own cheer that makes it glad,
And one's own bitterness will make him mad;
It needeth not that other help be had.

The Mirror maketh none to rise or fall;
To him that hath not doth no portion call;
To him that hath is freely given all.

They see themselves who look in fortune's face;
Unto the sad is sadness Heaven's grace,
And to the souls that love is love's embrace.

The Sunshine Basket

A biographer once went on a journey with a basket on his arm. He was collecting for the Great Master the valuables that Jonathan James had left behind him when he died.

As was perfectly natural, he went first to the man's home. "I have come," he said, "to gather into this basket for Jonathan James, the most valuable thing he gave to you while he lived."

"He gave us peace," said the family of Jonathan James. "He brought peace in with him when he entered, and he left it after him when he went out."

"Place Peace," said the seeker, "in the bottom of my basket."

The biographer then went to the school of Jonathan James. "What did he give you?" he asked. "Whether good or bad, I must carry it off, for understand, please, Jonathan James can have in the house of the Master only the things that he gave to others here on earth."

"He gave us obedience," said the school. "It was a joy to watch him study. He was so interested in all he did. He never shirked a single task."

"Put his gift to you in the basket next to Peace," said the seeker.

The biographer next went to the associates of Jonathan James. "What did this man," he asked, "contribute to your fellowship while he lived?"

"Joy," said the fellowmen of Jonathan James. "It was a cheery sight to see his smile, and a comforting experience to feel the clasp of his firm, warm hand. Joy was the thing he brought to us as a bright gift each day."

"Place Joy in the basket, side by side with Obedience and Peace," said the seeker.

Then the biographer went to the Great Master Himself. "Beautiful One," he said timidly, "I am the biographer of Jonathan James. As you know, since you sent me, I am gathering gifts for him from the four winds and the heights of heaven. What, O Beautiful One, did Jonathan James give you?"

The Great Master smiled, then He took from His bosom a glittering golden sun, and placed it carefully in the basket, side by side with Obedience, Peace and Joy.

"He gave me Love," He said, "and thus I return it to him, grown mighty and warm and beautiful and full of unfolding things."

"Jonathan James," said the biographer, "here is the basket I bring you. In it are the things you gave away. Is it not strange, Jonathan James, that only the things we give return to us?"

So saying, the biographer set the basket at the feet of Jonathan James, and lifted the lid, and suddenly, as the lid lifted, there grew a glory in the sky above their heads, and far down on earth the friends and neighbors and loved ones of Jonathan James looked up, and said: "What a golden glory flames in the western sky! Just such a sunset as Jonathan James would have enjoyed."

Peace, Obedience, Joy and Love—what a noble contribution!

Right Where You Are Now

There was once a man who kept saying to himself: "I shall go to Alaska and discover a gold mine." He was so certain that a gold mine awaited him in Alaska that he did very careless work at home, and lost his job and also his chance to go to Alaska.

There was once a woman who kept saying to herself: "I shall, some day, have a wonderful castle built on a high hill, with servants to wait on me, and carriages to roll me around," and she dreamed so much of her castle on the hill that she neglected her work, and her own home became a place fit only for a pig to live in.

There was once a boy who kept saying to himself: "Some day I shall be a famous banker with so much money in the bank that I can lend some to the national government," but he spent so much time in dreaming about what he would do with the money in his bank that he neglected the very studies that would have helped him realize his dream.

There was once a girl who constantly said to herself: "Some day I shall marry the best man in the world, and he will take me on a wonderful trip to distant lands," but she spent so much time dreaming about it that she neglected to develop her character, and so destroyed every chance of interesting the kind of man she had in mind.

Now each of these four persons might have made his dream come true, if he had but known and followed a very simple piece of advice:—

Whatever the dream, lay its foundations right where you are now.
Whatever the ambition, give it a start right where you are now.
Whatever the high castle you plan, build a piece of it right where you are now.
Whatever the ideal that you cherish, live up to it right where you are now.

Whatever the love you desire, show a little of it to the world right where you are now.

Whatever the bank that you wish to fill, drop in a penny right where you are now.

Whatever the mine you plan to dig, take the first shovelful right where you are now.

Whatever you plan for your future, make a little of it a reality right where you are now.

Just remember that what you do right where you are now is the foundation of what you will find built for you right where you are going to be.

Your future success must depend on what you do now. How about the hole in that tooth of yours? Are you neglecting it? How about little habits of carelessness, laziness, tardiness, etc., that you are permitting to grow like vines about your spirit?

The Gold Fish Trap

Sam Lee lived on the bank of a little river in Iowa. He was just sixteen and in the last year of high school. He had worked hard to make his way thus far towards an education. He felt power within himself. He loved books when the other boys disposed of them. He loved to study, and his kerosene lamp burned in his attic room far into the night, as he prepared his lessons. Naturally he ranked one in all his work, and easily led his class.

Sam had counted on the yellow river to supply the money for his college course. It had been a stream of gold for him. From the new type of seine he had invented, each morning he drew the fish for which Mr. Jacobson, the fish peddler, paid him a good price.

Now a thunderbolt had fallen into Sam's plans. The state had passed a law forbidding the seining of fish in any of its streams.

"It's unjust!" cried Sam bitterly. "But," counseled the civics teacher, "the survey shows that if seining is permitted, within five years there will be no fish in our rivers."

"I don't care," answered Sam. "It's unjust! See what that law will do to me! It means I've got to give up my hopes of college. It means the wrecking of my life."

"I know," said the teacher, "but catching fish in seines is not the only means of making money in the world."

"But it's the only one I understand," said Sam.

During the long summer months Sam struggled with his conscience. Not once did he lay down a seine. Meanwhile the price of fish had mounted.

"One week's seining," thought Sam, "will pay for my tuition in college for a whole year, and one week's seining will not have the slightest effect on the fish in this river."

That very night, as Sam sat in his back shed fixing his seines, a knock sounded on the door. Sam hurriedly shoved the seine under a bench.

"Sam," said the civics teacher, as he glanced around, "before telling you what I came for I want to ask you one question. Have you caught one single fish illegally since the law went into effect?"

Sam smiled and straightened his shoulders. "No," he answered, with a clear look of truth in his eyes. "Not one single fish."

"Then," laughed his teacher, "I have good news for you. You are to work in the bank right close to the college campus every afternoon. You see, my boy, all the money in the world does not swim about in the river."

Should Sam have answered as he did, without telling his teacher of his intention to seine that night? Sam's intention brands him as being untrustworthy. When temptation reached a certain height he yielded. Sam is the sort of fellow who will later run off with the bank's money. If Sam is really at heart honest, what will he do before the civics teacher leaves him?

Hupa Indian Wisdom

The Hupa Indians lived in California. When anyone died among them they assembled at the grave to pay them a last tribute. When he had been buried the chief raised his hands solemnly, and said these very interesting and important words: "While you were living, your time came. May it be well with the people where you used to dwell."

Of course the young Indians standing about heard what was said. We know, too, that the prayer of the old chief was directed, in part, to them.

Once a young Hupa Indian was tempted to steal some corn from a granary hidden in the rocks. He was very hungry, but not in danger of starvation. He resisted the temptation, very carefully covered the granary again, and went his way. That night an old chieftain arose and said: "There is one among us who has this day resisted evil. By chance he discovered the granary of a neighboring tribe. He might have stolen all, but he did not. He is a noble brave. He sits there beside the fire."

In answer to the old man's words the young Indian rose. "I might have stolen," he said, "for I was hungry, but I did not. I remembered the words they say over the dead man who is being returned to the earth. This is my day—my time. I want to use it well. You are my people—when I am gone I want someone to say over me: 'It is well with the people where he dwelt.'"

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The BOOK TABLE

HISTORY OF SECONDARY EDUCATION. A Study in the Development of Liberal Education. By I. L. Kandel, Teachers College, Columbia University. Cloth. 577 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The stability and development of civilization are peculiarly involved in the tomorrow of the Secondary Education of today. This threatens to be more or less tragic in the United States.

The time has not arrived for anyone to speak positively or negatively regarding the outlook of the present situation in the United States, but it is interesting and important to have a general statement, such as Professor Kandel presents, of the recent tendency of Germany and France, England and the United States to move sympathetically in progressive secondary education.

There are two vital questions in this discussion, neither of which does Professor Kandel touch heroically.

First: Has the United States become dominant in modifying European and English secondary education? This is of the utmost importance, for there seems to be distinct university tendency to let England, at least, dominate the academic situation in the New World.

Second: The apparent approach of a new secondary situation in the United States cannot interest the three great overseas countries, and the vital question, which Professor Kandel does not touch, is whether this aloofness of the United States in the creation of an entirely new situation will cause the abandonment of the American proposition, or whether this country will defiantly go its own way.

Professor Kandel has started something that must attract universal attention in the immediate future. His study is masterful.

OUTLINE OF THE LITERARY HISTORY OF EUROPE SINCE THE RENAISSANCE. By Paul Van Tieglem. Translated by Aimie Leffingwell McKenzie. Cloth. 361 pages. New York, London: The Century Company.

This is the only adequate, authentic, attractive, winnowed presentation of nine hundred writers of the Renaissance. Of course there are no American authors, because they had no European interest until the eighteenth century. This is one of the books among a multitude that must be read with care by any one who would be even decently intelligent in acquaintance with international literature.

PRINCIPLES OF WOMEN'S ATHLETICS. By Florence A. Somers, Sargent School of Physical Education, Boston University. Cloth. 151 pages. New York: A. S. Barnes and Company.

This is the most courageous, fearless, sane and scientific study of girls, physically, mentally and socially, that has been published. It supersedes all kindred studies that have been made. Professor Somers takes her place among the wisest educators of girls in the country.

INSTRUCTION SHEETS IN MECHANICAL DRAWINGS. By Elmer A. Rotmans, Rochester, New York. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: Allyn and Bacon.

The same high efficiency in the science and art in the Workbooks and other creations of a book of pages that can be removed without harm to the book is now adapted to instruction in Mechanical Drawing by Instruction Sheets.

SELECTED POEMS. By Edgar Allan Poe. Edited with Introduction by Thomas Ollive Mabbatt. The Modern Readers Series. New York: The Macmillan Company.

The poetry of Poe is higher than ever in the literary stock market. One of his manuscripts has recently been sold at a price which challenges admiration. This edition is of exceptional interest because it contains all of his most important poems, and the "Notes" are especially important.

EDUCATIONAL ACHIEVEMENT IN RELATION TO INTELLIGENCE AS SHOWN BY TEACHERS' MARKS, PROMOTIONS, AND SCORES IN STANDARD TESTS IN CERTAIN ELEMENTARY GRADES. By Charles W. St. John, Dana College, Newark, New Jersey. Cloth. 218 pages. Cambridge: Harvard University Press.

The most important service which this book can render is the assurance it gives that the Harvard Graduate School of Education is grappling heroically with vital problems of the schools of today with a frank and fearless study of facts as they are.

"Guidance" in the Harvard Graduate School of Education starts where the schools are today, not where they were day-before-yesterday, and not where they hopefully may be day-after-tomorrow.

The mass of material gathered is confusing to the casual reader. It is largely second-hand amateurish testimony, but it is a beginning, and we have high hopes that John M. Brewer and Henry W. Holmes will see to it that the study will continue until there is real case-study of relation of ability to achievement.

Books Received

"A Textbook of Botany." Volumes one and two. By Coulter, Barnes, Cowles.—"Second Latin Course." By P. O. Place. — "New Manual of the Constitution." By Andrews—"Straver-Upton Junior Mathematics, Ninth Year," "Solid Geometry." By Seymour.—"In Rabbitville." By Serl.—"Workbook for World History Today." By McKinley, Howland and Wanger.—"Workbook for World History in the Making." By McKinley, Howland and Wanger. New York City: American Book Company.

"Our United States—A History." By William Backus Guitteau, Ph. D.—"Music Notes." Books Four and Five. "Music Appreciation for the Junior High School: Teacher's Manual." By Mabelle Glenn and Margaret Lowry.—"New Progressive Road to Reading." Story Steps. By Clare Kleiser, W. L. Ettinger, Edgar Shimer and Nathan Peyser.—"New Progressive Road to Reading." Introductory Book Two.—"New Progressive Road to Reading." Book Two.—"New Progressive Road to Reading." Book One. New York City: Silver, Burdett and Company.

"Six Plays for Six Grades." By Carolyn Barr. Philadelphia, Pa.: The Penn Publishing Company.

"Practice Sheets in English Grammar and Punctuation." By Harriet R. Lockwood. New York City: American Book Company.

"Haggerty - Olson - Wickman Behavior Rating Schedules." Yonkers-on-Hudson, New York: World Book Company.

"Art Education Charts." By Leon Royal Winslow. Baltimore, Maryland: Warwick and York, Inc.

"Geometry Workbook." By Kingsbury and Wallace. New York City: The Bruce Publishing Company.

"Contes Choisis." By Guy de Maupassant.—"Les Trois Mousquetaires." By Alexander Dumas.—"La Tulipe Noire." By Alexander Dumas.—"La Poudre aux Yeux." By Labiche et Martin. — "Ramuntcho." By Pierre Loti.—"L'Avare." By Moliere.—"Le Bourgeois Gentilhomme." By Moliere. —"Le Voyage de M. Perrichon." By Labiche and Martin.—"Les Oberle." By Rene Bazin. New York City: Doubleday, Doran and Company.

"A Preface to Literature." By R. R. Greenwood. — "Workbook to Accompany the Dawn of American History." By W. L. Nida and J. M. Stone. New York City: The Macmillan Company.

"Selections for Public Speaking." By Procter and Stroop. — "Selections from Medieval Philosophers." By Richard McKeon. New York City: Charles Scribner's Sons.

"Standard Graduation Examination for Elementary Schools." Yonkers-on-Hudson, New York: The World Book Company.

"Non-Language Primary Mental Test." By Rudolph Pintner.—"Practice Exercises in Reading." Book III. Types A, B, C, D. New York City: Bureau of Publication, Columbia University.

"Teaching the Social Studies." By Charles W. Heathcote. Boston, Massachusetts: Richard G. Badger, Publisher.

EDUCATION IN ACTION

Changes in State Governments Foreseen

With Governor Controlling Expenditures Under Cabinet System Education Administration Will Change

"If the present tendency of the public to hold the governor primarily responsible for all state functions continues, radical reorganization of the executive departments of most states will be necessary," says W. John Cooper, United States Commissioner of Education, in a review of the most significant recent experiments and experiences of the states in school administration.

This prediction was made in connection with the publication of a bulletin of the Office of Education on School Administration in State Educational Survey Reports, prepared by W. S. Deffenbaugh, chief of the American School System Division.

"The first step in this direction," Commissioner Cooper says, "is to set up the executive budget which gives the governor major control of expenditures. The second step is the establishment of a cabinet system of administration. This logically implies the right of the governor to appoint the chiefs of all departments.

"Education can not expect to escape reorganization under such conditions. Boards of education, under such a scheme, would either disappear, as in Illinois and Ohio, or become merely advisory, as in Massachusetts, if the educational department is not to be rendered ineffective by dual control," Dr. Cooper declares.

"For many years, however, the experts in school administration have been quite unanimous in favor of the appointment of the chief school executive by a state board of education, with some difference as to how the members of the board should be selected. In general they favor appointment of these board members by the governor, for terms sufficiently long to prevent his use of the office for political control. Consequently we find recommendations that the number of members upon a board shall be 5, 7, 8, 9 or 11; and recommendations that their terms of office shall be 5, 6, 7, 8, 9, 10, 11 or 12 years."

Commissioner Cooper suggests the need of an extended inquiry financed by some foundation, to be made under the direction of a commission, to consist of three outstanding experts in school administration, and three political scientists primarily interested in state administration, with someone such as the vice-president of the United States as chairman.

Credit Americans With Study Abroad

More than 300 American students from eighty colleges and universities have passed their junior year in France during the eight years that the Delaware plan for undergraduate foreign study has been in operation, Walter Hullihan, president of the University of Delaware, reported at the annual meeting in Washington of the Institute of International Education. Sixty young men and women are studying in France this school year, receiving full credit at home for work done abroad. The students are quartered in homes in Paris and Nancy, where the courses are given.

School Doors Locked During Class Periods

Primarily for the purpose of protecting property of Newton (Mass.) High School students and faculty members from sneak thieves, officials of the school have ordered that all outside doors of the three high school buildings be locked during class periods. Locking the doors will not interfere with the safety of occupants in the event of fire, officials said, as all outside doors are equipped with so-called "panic bolts," so that they may be opened at all times from the inside. About 2,700 students are enrolled in the schools. Persons who visit the school during class periods now must ring a bell at the door through which they wish to enter. A student assigned to each door admits the visitor and directs him to whatever part of the building he wishes to go. The doors are unlocked between periods. Another purpose of locking the doors is to facilitate the heating of the buildings.

Lofty Position Helps Him Through College

Dick Stearns, of Celina, O., chose a lofty position to aid him in paying his way through the college of engineering at Ohio State University. He climbs to the top of a fifteen-foot mast on the 555-foot tower of the American Insurance building, in Columbus, O., and oils the wind velocity gauge once a week. Daily readings of the anemometer are taken to compare with those of the United States weather bureau, recorded at a lower level. It is Stearns's job to see the anemometer works properly.

Pupils Make Model Of California Stadium

Found, at last, a method that makes football a positive scholastic aid! Boys and girls of the Alameda, Calif., public schools have built a replica of the huge California Memorial Stadium, gridiron and all. Students constructed the miniature stadium on a scale equal to one and a half inches to the yard. Students instantly developed a fondness for the problem in arithmetic involved, teachers reported.

Colors Used To Clear Mind

Examination books with brilliantly-colored covers greeted students at Colgate University during the second week of the mid-year examination period. The innovation was fostered by H. M. Lake, professor of applied psychology, after a series of experiments had proved that the startling colors took the student's mind off the impending test, and thus assured better results. Some of the books bore covers of deep blue, red and orange.

Heckscher Given Scientific "Fun"

The rare scientific fun which August Heckscher, of New York, is having with his millions was fully shown, perhaps for the first time, in a statement from Cornell University recently. He has been giving money to enable professors to take time out from their teaching and try scientific exploration. His "dividends" to date include discovery by these Cornell men of a source of the rare metal germanium, radiation that reduces colds among the students, arsenic in meteors, a water plant which kills breeding mosquitoes and discovery of the diseases which threatened extinction of ruffed grouse. These hardly scratch the surface of all the interesting experiences of Cornell students due to Heckscher's money. Two of these professors have won scientific medals.

Deaf Girls Dance To Music Vibrations

A new world, interpretative dancing and the ballet, is open to the deaf.

Tests, following months of intensive study and experimentation at the Georgia School for the Deaf, at Cave Spring, have shown the deaf can "hear" music and respond to its rhythm by sensing the physical vibrations of musical notes. In the tests three students of the school, Miss Mazine Morris, Miss Gwendolyn Robinson and Miss Ada Jackson, dressed in gay Spanish costumes, performed an entire ballet number in demonstration of the new principle. First placing their fingers on the piano playing their dance numbers, the girls familiarized themselves with the rhythm of the composition. Then, from a distance of the length of the room, improvised dance steps in perfect time.

Science Finds Exact School Colors Shades

The exact shades of cardinal red and silver gray to be used in the official colors of the Massachusetts Institute of Technology have been determined scientifically, and the institute now has a formula by which these colors can be reproduced in the future without variation. In 1926 an alumni council committee sent pieces of fabric, believed to be from the original colors first used in 1876, to the United States Bureau of Standards, where they were studied under a spectro-photometer. A record of the brightness of the colors at each wave length of the spectrum was made, and the result recorded in the formula for reproduction. Dyeing methods to aid in reproduction of the colors in various fabrics were worked out as a thesis by Ernest M. Fell, 1930.

More Money For Soviet Students

According to a recent decision by the Soviet Government, the allowances to students in the various colleges and technical institutes have been increased to an average of $35 a month for those taking the higher courses in industry, agricultural, technique, transportation, geography, physics and mathematics. The average for students of medicine and law is $30, and for others $25. Textbooks and similar supplies are furnished by the state, and the students' meals cost only from ten to thirty cents in the community restaurants. Clothing is also inexpensive, when obtainable.

Greece Bars Youngsters From Foreign Schools

Fearing that thousands of Greek children were learning to speak foreign languages better than their own, the Senate in Athens has passed a law prohibiting native pupils from attending foreign schools until they have passed the sixth grade. The only exceptions were the three American schools, which alone were found living up to regulations for instruction in Greek. There are forty-six primary and secondary foreign schools in Greece, twenty-three French, eighteen Italian, three American and two German. They have 9,390 pupils.

Pupils Find "Annum" Difficult

It seems that one very hard word to spell is "annum." Dr. Harry H. Bixler, of the Atlanta, Ga., public schools, has made tests of pupils in eight states. Only twenty-six per cent. of ninth-grade students spelled "annum" correctly, and only sixty-two per cent. of twelfth grade. The pupils' showing with that word averaged worse than with 4,399 others, most of them longer.

Clinic for Students Cures Mental Ills

A clinic for students suffering from mental ills has been established at Ohio State University. Trained psychologists are maintained by the clinic to give their help to those depressed by worries, foolish inhibitions, complexes and financial matters. No fee is charged, and the results are encouraging, according to Dr. Emily L. Stogdill, in charge of the clinic. Some of the cases handled by the clinic are no more serious than attacks of timidity or inability to make friends. Others pertain to sickness and financial difficulties. The clinic co-operates with campus health, social and religious organizations in aiding the student body. Disciplinary cases frequently are handled by the clinic.

Ask Free Tuition In Cambridge

Harvard University, Massachusetts Institute of Technology, and Radcliffe College were requested to provide free tuition for Cambridge, Mass., students in an order unanimously adopted by the Cambridge school committee. Russell A. Wood, of the school committee, who introduced the order, said that free tuition would be restricted to those students who had been in Cambridge for at least four years, pupils in Cambridge schools, and able to pass the college entrance requirements. He said: "Only thirty or forty students a year could pass the examinations." John D. Lynch, a school committee man, in endorsing the order, declared that it is "only reasonable" that the three institutions grant the request, as Cambridge loses $2,000,000 a year in taxation on them, and that the three institutions own two-thirds of the non-taxable property of the city.

School's Piano Doomed by Officials

Seven members of the Board of Education of New York City sat in judgment recently on an "old and useless" piano in Public School 14, and, after mature consideration, voted that the good of the school system required that the instrument be dismantled without delay. The action was taken upon the recommendation of Patrick Jones, superintendent of school supplies. It was decided to turn the derelict over to the shopwork classes, where boys who have a penchant for that sort of thing may take it apart to see what makes it play.

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Missouri University Teaches Semitic Tongue

The University of Missouri has joined that small group of institutions furnishing instruction in Semitic languages, including in its curriculum courses in Arabic, hieroglyphic Egyptian, Assyrian and other Semitic languages. These courses, which are offered through the Bible College, are not advanced, but prepare students for work in the more specialized schools.

"Parasite" Education Costly, City Finds

Sudden and unforeseen population shifts into new suburbs, which only seven years ago were rural territory, have left the city of Rochester, N. Y., with a bad bargain in educating children living in districts split by annexation, and only an appeal to the Legislature can ease the strain. Since 1924 school children in so-called "parasite districts" have increased more than 172 per cent, and the expense of carrying the districts has jumped from $40,000 to $113,000. The city, on the other hand, has inherited property in annexed school districts worth only $70,000. With the expectation of an annual expense of $500,000 in the districts by 1941, for which no taxes will be received, interested organizations have launched a movement for repeal of the section of the city charter which provides for the "parasite districts." Although the city made the bargain, it has been pointed out that suburban growth has exceeded all expectations.

Public School In France 50 Years

The fiftieth anniversary of French public schools will be celebrated this year. They were established because the platform of Waldeck-Rousseau, president of the 1880 council, contained a plank calling for free education.

Would Sell Midwest College

Palmer College, Kansas City, complete with campus, athletic field and other appurtenances, has been advertised for sale. Financial difficulties led to the college being placed on the block, said M. M. Chenowith, a member of the board. Until the end of the last academic year it was a junior college supported by the Western Christian Convention.

Germany's Women Pupils Increase

Woman students at German universities are steadily increasing in number. They totaled 16,348 in 1930, compared to only 13,395 in 1929.

Mother and Son In Same Class

The following two names were added recently to the roll of Kappa Sigma Kappa scholastic honor society of Sturgis (Mich.) high school; Mrs. Ruby Gither, forty-five, sophomore, and Clark Gither, fourteen, sophomore. They are mother and son.

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GRINS BETWEEN GRINDS

Poor Prospects

Donald (to wife at railway station)—"What! Ye canna get a porter tae tak our luggage?"

Wife—"Na, na. Ye try, Donal', ye're accent's no' quite sae noticeable."
—Christian Advocate.

Negative Happiness

"It is the duty of everyone to make at least one person happy during the week," said a Sunday School teacher.

"Have you done so, Freddy?"

"Yes," said Freddy promptly.

"That's right. What did you do?"

"I went to see my Aunt Mary, and she was happy when I went home."
—Capper's Weekly.

Results of Advertising

Mother—"Is it true that you put an advertisement in the paper to obtain a husband?"

Daughter—"Yes."

"I don't know what your father would say to such scandalous goings-on. Did you get any answers?"

"Only one—from father." — Montreal Star.

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Drops the Point System

The American college custom of grading and graduating students by totaling the number of points awarded for attending certain classes and passing certain examinations is to be dropped by Johns Hopkins University. The plan is to become effective in 1932. The traditional system of awarding credits, said an announcement, "gives the student the idea that once a course is ended it is absolved, and may be forgotten." Under the new plan the student will be compelled to take courses in conjunction with the subject to which he devotes his major attention. A tentative grouping puts undergraduate subject matter in the general classifications of laboratory science and logic, social science and ethics, and literature and language.

Chinese Shorthand

Much interest is being shown in Peiping in a new system of Chinese shorthand, devised by Liu Hsueh-chun, which is capable of recording 180 words per minute. As each character, or "letter," in Chinese is a complete word, Chinese ideography would in itself be a type of shorthand, were it not that the characters are extremely elaborate, the writing of some of them requiring as many as thirty separate strokes of the pencil. Liu's system, which he calls "Liugraphy," simplifies these Chinese characters on a basis of phonetics, and as there are very few separate sounds in the language, he claims that his system is very easy to learn. Anyone who knows Chinese should be able to learn "Liugraphy" by studying an hour a day for three months, the inventor asserts, and he himself has given frequent demonstrations to prove that he can write 180 words per minute. Liu has written a book explaining his system of stenography, which soon is to be published.

Report on Boston Schools

The first installment of voluminous report of the special survey committee of the Boston Finance Commission, made public by Chairman Frank A. Goodwin of the commission, recommends a return of authority to the members of the school committee, and that added responsibility should be placed on the members of that body. The report says that school committees for some time past have been giving their rights to various boards, commissions and administrative officials, making it difficult to trace responsibility. In its reference to the department of school buildings the survey committee says: "Unsavory purchasing incidents persist, and evidently will persist until there are some changes of personnel." A result of this report has been the filing of a number of bills in the

Legislature for Chairman Frank Goodwin. The changes suggested include the abolition of the board of superintendents and the board of apportionment for the school system. This does not mean the abolition of the members' positions. Other recommendations are limiting the duties of the secretary of the school committee to the affairs of the committee; abolition of the board of school buildings commission and appointment of the superintendent of construction by the school committee; transfer of the power to purchase furniture from the superintendent of construction to the business manager of the committee. Also to prohibit the school committee from re-appropriating the balance of appropriations of the previous year. From $350,000 to $500,000 yearly is affected by the bill to prohibit the committee from re-appropriating the balance of the previous year's appropriations.

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